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COLLEGE FACULTY BULLETIN

November 15, 1957

IC4A - Cross Country (New York City).....	November 18
Board of Directors Meeting.....	November 20
Middle Atlantics (St. Joseph's).....	November 22
Thanksgiving Recess Begins.....	November 28
Basketball Pep Rally.....	December 1
Classes Resume.....	December 2
College Council Meeting.....	December 2

COLLEGE ACTIVITIES

In order to attain more complete coverage of all College activities, it is requested that all Faculty members notify the Public Information Office about events pertaining to themselves, their students and organizations of which they are moderators or members.

PARKING

Faculty members are requested not to park in front of the garage doors.

NOTE RECEIVED FROM DR. HOLROYD

Dr. Roland Holroyd desires to thank all of his colleagues on the Faculty of La Salle College for their expression of regard and good wishes for a successful convalescence in a minute carried on October the Second. Most highly appreciated of all is the assurance of their prayers. His return home unfortunately must be postponed until the end of November, because of a second hospitalization.

Raikeswood Hospital
Skipton-in-Craven, Yorks.,
Feast of O.L.J.C. the King, 1957

SCHOLARSHIP COMMITTEE TO BE APPOINTED

At their last monthly meeting the Academic Affairs Committee of the College decided to set up a one-member committee of the Faculty, whose responsibility would be the encouragement of student applications for prestige scholarships such as Rhodes, Fulbright, Danforth, Marshall, etc. The responsibility for encouragement of student fellowships to graduate schools remains chiefly with the Departmental Chairman. The Counseling Center, under the direction of Dr. John Rooney, will continue to serve as a depository of scholarship information, and as the source of publicity for the number and variety of scholarships and fellowships that are available.

The function of the new committee would be the encouragement of student interest in prestige scholarships. The appointment of a Faculty member to this important committee will be announced in the new future. Any Faculty member having an interest in this field of activity and who would be willing to serve in this capacity is requested to get in touch with Brother D. John, F.S.C., Dean.

FACULTY COMMITTEE ORGANIZED TO CONSIDER NEW PROGRAM IN LIBERAL ARTS

A Faculty Committee has been appointed by Brother D. John, Dean of the College, to consider the introduction of a new program of studies in the Liberal Arts area, centered around the concept of Christian Culture. This committee will consider the feasibility and desirability of organizing this course of studies, and if its conclusions are favorable it will proceed to the determination of curriculum and mechanics of organization. The report of the committee will be made available for general Faculty discussion, before formal action is taken to initiate the program.

Members of the committee are: Brother G. Robert, Dean, Dr. Richard Boudreau, Mr. Fitzgerald, Brother Fortinian Joseph, Mr. Dennis McCarthy, Rev. John Otto, Dr. Ivan Rudnytsky, and Mr. Claude Koch.

STUDENT HANDBOOKS

We wish to thank those Faculty members who distributed the student handbooks. If there be any left over you are kindly requested to return them to C104. There is a need for them.

FEAST OF ST. BARBARA

St. Barbara is the patron saint of artillerymen. Each year all members of the R.O.T.C. attend Mass at Holy Child Church in her honor. The Mass is on December 4 at 10:30a.m. Faculty members who are free are welcome to join the staff of the R.O.T.C. at Mass.

CAREER CONFERENCE

On Thursday, December 5, 1957 the La Salle College Placement Bureau will sponsor a Career Conference in the College auditorium. The Conference will begin promptly at 10:30 A.M. and conclude at 12:30 P.M.

The main purpose of the La Salle Career Conference is to furnish seniors with authentic and current information about the business world and to give personnel people a better understanding of the problems confronting graduating seniors.

All Faculty members who are free at this time are cordially invited to attend.

REQUIEM MASSES

During the first few weeks of school we have learned with sadness of the deaths of members of the immediate and close families of our students and the ladies of our staff. They are the sister of John and James O'Donnell, Senior and Sophomore; the mother of James O'Malley, Junior; Dr. James M. Crane, father of Mrs. Marilyn Nolen of the Office of Admissions; Miss Marie K. Allen, a devoted friend and living companion of Miss Mary Cattie. Requiem Masses were celebrated for these deceased in the College Chapel at 12:30 p.m. during the week of November 5th. You are kindly requested to remember these blessed dead in your Masses and prayers.

AGENDA NOTES FOR A PROPOSED DISCUSSION OF CLASSROOM EXAMINATION PROCEDURES - PART II REMEDIAL SUGGESTIONS

The Agenda Notes promised in a recent Faculty Bulletin accompany this present bulletin. You are invited to consider the remedial suggestions, as proposed by Dr. John Penny.

CAMDEN CHAPTER OF THE LA SALLE COLLEGE ALUMNI

The newly formed Camden Chapter of the La Salle College Alumni joins the Chapters of Wilmington, New York, Levittown and Washington. The first organizational meeting of the Camden Area Club of La Salle College Alumni Association was held Friday evening, November 8, 1957 at St. Joseph Hall, 29th & Westfield Avenue, Camden, New Jersey. Forty-five alumni members attended this meeting. Francis Loeber '54 was appointed temporary chairman of the group. The second meeting of this group will take place December 6 at 8:30 P.M. at St. Joseph Hall. If you are a resident of the Camden area, which consists of a twenty mile radius of Camden, you are urged to attend the next scheduled meeting to insure the success of this new group.

AGENDA NOTES FOR A PROPOSED DISCUSSION OF CLASSROOM EXAMINATION PROCEDURES
II. REMEDIAL SUGGESTIONS

"Much of the end product of learning
cannot be reliably ascertained by any
means at the teacher's disposal"
--Justman & Mais, COLLEGE TEACHING

An enquiry that began with a belief that our system of classroom examinations may be obstructive to the teaching process, has on continued study, expanded to the belief that they may be obstructive to the learning process as well.

The following are additional ideas, here offered as possible discussion topics on the problem of Evaluation:

- I. Teaching and Evaluation are fundamentally different pedagogical activities.
- II. Some good teachers are reliable evaluaters of their own teaching-outcomes; some reliable evaluaters are poor teachers; some good teachers are poor evaluaters. There would appear to be no fixed correlation between teaching skill and outcome evaluation.
- III. Evaluation, like teaching, is an art and a skill to be learned. It is neither intuitive nor automatic.
- IV. In evaluation the outcomes of teaching, the estimate most worthy of first consideration is, naturally, that submitted by the course instructor himself.
- V. This priority follows from the advantage possessed by the teacher because of his first-hand association with his students.
- VI. But while the teacher's estimates of outcomes (under the usual symbols of grades) deserve prime consideration, no such primacy can be guaranteed for the reliability of his estimates. That is to say, the potential advantage that rests with a good teacher, may not be realized for purposes of evaluation. We suggest some possible obstacles to the realization thereof:

1. the teacher may employ the form of testing procedures for disciplinary or routine purposes. (Students seem quick to detect this situation - which may be the source of some disorders. At any rate, data obtained under such conditions should be highly suspect.)
2. the teacher may depend too emphatically on classroom examinations of his own composing and grading, with the ever-present risk of falling into the errors of (a) design, (b) statistics, or (c) bias. (Only by the expenditure of considerable time, and by strict adherence to the rules of sampling-procedures, can these errors be minimized.)
3. the teacher may never become effectively acquainted with his students because of sheer press of numbers.
4. the teacher may innocently measure intelligence, attitudes, and certain skills over and over again, producing no really new data, but rather duplicating what is already a matter of record in counseling centers. Thus, what should be measurement-data on the advancement of learning, may be scarcely more than data on memory, loquaciousness, penmanship, cunningness, inventiveness, forbearance, adaptibility, etc.
5. the teacher may not have a clear idea as to what he was supposed to be examining because:
 - a) the course had no stated objectives
 - b) the course had only broad and nebulous objectives
 - c) the course had unattainable objectives
 - d) the course has non-measurable objectives
 - e) the course has clear and attainable objectives, but the teacher was unaware of the kinds of techniques needed for their measurement.

ITEMIZED REMEDIAL SUGGESTIONS

The suggestions herewith submitted follow then from this premise:

A teacher should be released for his main task---teaching, and that evaluation be left to Evaluation Specialists, because:

1. reliable examination procedures demand more time than the teacher has at his disposal, and
2. most teachers lack the special skills required for undertaking reliable sampling procedures (i.e. tests and measurements).

Suggestion I. That consideration be given anew to the advisability of establishing a new department (or sub-department) headed by one or more Evaluation Specialists, whose office would be charged with these duties:

1. obtaining clearly stated objectives for every course in the School of Arts & Sciences so that:
 - a) against the aims and objectives of the College, each course will be weighed to discover redundancies, obsolescences, and omissions, and

b) some understanding might be reached by instructors and Administration as to which objectives can be measured, which cannot be measured, and which could, with proper techniques, be measured.

2. serve as a clearing house for all problems of evaluation involving measurement of student progress. In this role, the Evaluation Office would assist instructors in the design of tests, the techniques of data analyses, the determination of reliability, the suggesting of new techniques of evaluation, the maintaining of sample examinations of all kinds.
3. expand the studies already initiated by the Sociology Department and the Counseling Center on the long-range research bearing on the intrinsic worth of courses and curricula at La Salle in the light of post-graduation experience and achievement.
4. assemble and distribute information concerning the testing and evaluating practices of American colleges and universities.
5. maintain constant study directed towards the determination of reliability indices for all tests and measurements used by instructors.
6. sponsor pilot experiments with new instructional and evaluation techniques in keeping with the demands brought about by expanding student numbers.
7. organize, in consultation with the Deans, periodic meetings and seminars with faculty members for the discussion of instructional and evaluation procedures.
8. maintain constant liason with the Counseling Center.

(Patenthetically we might add here that the person(s) selected for such an office should have the tact of a diplomat, the forbearance of a saint, and the skin of an elephant).

Suggestion II. That Department by Department, the whole matter of classroom examinations be given critical review with a view towards:

1. recognizing them for what they are -- basically types of sampling procedures for the collection of data on student progress in learning.
2. recognizing that data obtained from instructor-centered examinations must be weighed with great care (by instructors and Administration) before any legitimate exploitation can be made thereof.

Suggestion III. That emphasis gradually be withdrawn from our typical, routine instructor-centered examinations, particularly for upper classmen.

Suggestion IV. That more emphasis be given to appraising student achievement in the performance of those activities that characterize the work of the "professional", scholars, artists, and scientists within the various disciplines.

(In connection with "Suggestion IV" we have no intention of overlooking the experimentation already in progress in several departments, involving the use of:

oral conferences
research assignments
symposia participation
instruction by Seniors
scholarly translations, writing, reviews, compositions
use of department examiners, readers, conference-leaders
grading students on multi-factor bases, e.g.
 participation factor
 achievement factor
 conference factor
 national examination factor)

Suggestion V. That faculty and administration give consideration to the difficult propaganda task of countering the error arising from the abuse of examination procedures - the common error that grades are the primary objective of education.

This ends a series of observations that began in January 1956. Almost certainly the proposals developed in the course of three articles attending these observations will invite no enthusiastic reception. Faculty members will probably point out that:

1. the evaluation scheme herein proposed seems in reality a kind of academic espionage system for the detection of teaching weaknesses.
2. the ideas herein expressed are nothing more than typical examples of the "progressive", "Deweyite" philosophies of the NEA.
3. the College has managed well enough for almost 100 years without the services of any "Evaluation Specialists" - no need for them now.
Why not leave well enough alone?

The Administration may rightly argue that:

1. a department on Evaluation would transgress the domain of the Counseling Center.
2. ditto - the domain of the Department Heads.
3. ditto - the domain of the academic Deans.
4. ditto - the domain of the instructors.
5. the examination procedures now in use, while perhaps not perfect, are quite satisfactory, producing reliable results. Such a time-honored practice must be intrinsically sound.

However, despite almost certain rejection, these ideas have arisen from a firm personal conviction that evaluation of the outcomes of teaching cannot continue indefinitely either a casual adjunct to the teaching process, or a drain on teaching resources producing only results of dubious validity. For the time being then, I would appreciate these notions remaining a matter of record.

John S. Penny, September 21, 1957.

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6. Lindquist, E. F., EDUCATIONAL MEASUREMENT, A.C. on E., Wash., 1951
7. Travers, Robt. M.W., HOW TO MAKE ACHIEVEMENT TESTS, Odyssey Press, 1950
8. N.E.A., Dept. of Higher Educ., CURRENT ISSUES IN HIGHER EDUCATION, 1950
9. In the development of these final notes, Dr. Casimir Ciesla, Dr. Thomas McCarthy, and Dr. John Rooney, gave most generously of their time and expert opinion.